

Harrisburg School District Improvement/Progress Report Form

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found that students were given a Behavior Assessment for Children (BASC). Interviews with the special education coordinator indicated the Cornbelt Cooperative has directed the district to complete behavior assessments on all students suspected of a disability in which a psychological evaluation is requested. The behavior assessment is completed as a precautionary step in the event of long-term suspension of the student. Based on this information, the monitoring team concluded that the district does not consider the child's individual needs when making the determination of needed evaluation data.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will consider the child's individual needs when making the determination of needed evaluation data.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

When making the determination of needed evaluation data children's individual needs will be considered.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is
met

**12 month
progress**
Record date
objective is
met

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>1. What will the district do to improve? For each initial evaluation or re-evaluation, the referral team will review existing data on the child, including previous evaluations, parent information, classroom performance and curriculum-based assessments, and observations by teachers and related service providers, as the team determines which evaluations are appropriate for the child.</p> <p>The Behavioral Assessment for children (BASC) will only be administered on an individual needs basis. The Cooperative will develop a new Prior Notice form revising the permission to evaluate section, to verify that (BASC) are only administered on an individual basis.</p> <p>What data will be given to SEP to verify this objective? The SPED staff will review files (referral, prior notice, etc.), report the number of files checked and state the percentage, which indicated it was a team decision as to the areas evaluated. Also, the district will submit to the SEP the revised Prior Notice form.</p>	<p>January 28, 2005 and ongoing</p>	<p>School District Special Education Director and Special Education Staff</p>	<p>Met Jan. 2005</p>	
<p>Please explain the data (6 month) Out of thirty-seven of the 3-year evaluation/initial files reviewed, 100% of files had documentation that the team decided on appropriate areas to be evaluated. The BASC was administered only when deemed suitable to assess the individual child's behavior concerns. New form submitted and approved by the State in August 2004</p>				
<p>Please explain the data (12 month)</p>				

Principle 3: Appropriate Evaluation

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>On the district's Multidisciplinary Evaluation team report form, which is completed to determine whether a child has a specific learning disability, the content is not based on regulation language. Statement number five reads, "The team has determined that the student's difficulties are not primarily the result of visual, hearing, or motor handicap, mental handicap, emotional disturbance of autism." Interviews with special education staff indicated they were unaware as to why the statement had, "of autism" added to it, which is not regulation language.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will use a multidisciplinary evaluation report to determine a child has a specific learning disability based on regulation language.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students suspected of a learning disability will have information documented on a multidisciplinary evaluation report, which is based on regulatory language.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will develop a new MDT form for its special education staff with appropriate regulatory language. What data will be given to SEP to verify this objective? The district will submit a new MDT to the SEP verifying appropriate regulatory language is included.</p>	<p>January 28, 2005, and ongoing</p>	<p>School District Sped Director and Sped Staff</p>	<p>Met Jan. 2005</p>	
<p>Please explain the data (6 month) New form submitted and approved by the state August 2004.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In ten of fifteen student files reviewed by the monitoring team, present levels of performance were not linked to functional evaluation and did not contain skill based strengths, needs or consistently addressed how the disability affects the child's involvement, progress in the general curriculum and parent input. In addition, the steering committee and monitoring team concluded that present levels of performances did not consistently address each disability area of concern.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student's present levels of performance is linked to evaluation, to include skill area(s) to be addressed, strengths, needs, how the disability affects the child's involvement and progress in the general curriculum and parent input. The district will also ensure that the IEP team/PLOP address each disability area of concern.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>Present levels of performance for all students will be linked to evaluation, to include skill area(s) to be addressed, strengths, needs, how the disability affects the child's involvement and progress in the general curriculum and parent input. In addition all areas of concern for each student will be address.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>1. What will the district do to improve? The Special Education Director will provide training and technical assistance to ensure that present levels of performance will include skill specific data (strengths and weaknesses) taken from the student's functional assessment for all disability areas. TA will also include a reminder to document in the PLOP how the disability affects the student's involvement/progress in the general curriculum and parent input.</p> <p>What data will be given to SEP to verify this objective? The school district special education director will review 2 files from each teacher, submit the number of IEPs checked and the percent that contained functional assessment data linked to the present levels of performance.</p>	<p>January 28, 2005,, and ongoing</p>	<p>School District Special Education Director</p>	<p>Not Met</p>	
<p>Please explain the data (6 month) Out of sixty-one files reviewed, 75% included functional evaluations in the Present Levels of Performance.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 5: Individualized Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In two of three student files reviewed that required transitional services, the present level of performance did not include evaluation information on transition needs of the student. This information (strengths, needs, etc.) is necessary to develop a coordinated set of activities.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that students who are in need of transitional services, have within their IEP a present level of performance, which includes evaluation information on transition needs to develop a coordinated set of activities.</p>

6 month reporting date 12/01/04
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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students, who are in need of transitional services, will have within their IEP a present level of performance which includes evaluation information on transition needs to develop a coordinated set of activities.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The Special Education Director will provide training on developing a coordinated set of activities from transition evaluation data for SPED teachers working with students age 14 years and older.</p> <p>100% of IEP files requiring transition services will include evaluation information on transition and a coordinated set of transition activities.</p> <p>What data will be given to SEP to verify this objective? The district Sped Director will also review IEP files to ensure Sped teachers working with transition age students have included evaluation information on transition needs to develop a coordinated set of activities. The district will report the number of files reviewed and the % that meet compliance.</p>	<p>January 28, 2005, and ongoing</p>	<p>School District Sped Director and Sped Staff</p>	<p>Not met</p>	
<p>Please explain the data (6 month) Out of 9 files, 33% of the IEPs included both the evaluation information on transition needs and a coordinated set of activities.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transition plans written to address the five transition areas on the IEP form did not consistently state dates when activities would be initiated or completed.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that transition plans are written to address the five transition areas on the IEP form including dates of when activities will be initiated and completed.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students in need of transition will have a plan written to address the five transition areas on the IEP form including dates of when activities will be initiated and completed.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>1. What will the district do to improve? The district will ensure that individualized transition plans written for students 14 and older will address the five transition areas, if appropriate state dates when activities will be initiated or completed and persons responsible for carrying out the selected activities.</p> <p>What data will be given to SEP to verify this objective? The district Special Education Director will review 2 files from teachers who are completing IEPs for students of transition age to ensure that the transition plan addresses the five transition areas including starting and ending dates, and persons responsible for carrying out the selected activities. The district will report to the SEP the number of files reviewed and the % in compliance with the transition requirements</p>	<p>January 28, 2005, and ongoing</p>	<p>Sped Staff And Sped Director</p>	<p>Not Met</p>	
<p>Please explain the data (6 month) In 11% of 9 files, starting and ending dates were included. Starting dates were included in 6 of the 9 files reviewed. The district has begun using an alternate format for documenting transition services to identify starting dates and ending dates.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 5: Individualized Education Program</p> <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In the three student files reviewed, the district was unable to show that other agency representatives, who may be responsible for providing or paying for transition services were invited to the student's IEP meeting.</p>

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will identify any other agency that is likely to be responsible for providing or paying for transition service and invite the agency to send a representative to the IEP meeting.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>When considering transition services for all students, the district will identify any other agency that is likely to be responsible for providing or paying for transition service and invite the agency to send a representative to the IEP meeting.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Representatives that are anticipated to be involved in student's transition activities will be invited to their IEP meetings.</p> <p>2. What data will be given to OSE to verify this objective? The district will review 100% of the prior notices the 6 month reporting period for students 14 and older, reporting number of files reviewed and total number of meetings to which a representative was invited.</p>	<p>January 28, 2005, and ongoing</p>	<p>Sped Director and Sped Staff</p>	<p>Not met</p>	
<p>Please explain the data (6 month) In eight files reviewed, there were two files where an outside agency was invited to the meeting.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individualized Education Program

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In one student file reviewed by the monitoring team, counseling was addressed as a related service, but no goals or objectives were written as part of the child's IEP.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Based on the student's IEP team decision that special education and related services are needed the district will ensure that present level of performance (PLOP), goals and objectives are written for the related services.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All students receiving related service(s) will have PLOP, goal(s) and objectives, which relate to the students needs.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>1. What will the district do to improve? When following the IEP process, the IEP team will determine related services. If a related service is needed, it will be reflected back to the PLOP, goal(s) and objectives and the person(s) responsible to carry them out.</p> <p>What data will be given to SEP to verify this objective? The district's sped director will review all IEPs within the 6 month reporting period to ensure present levels of performance, goals, and objectives are written when a related service is documented as needed. The district will report the number of files reviewed and the %, that show that related service is a reflection of a PLOP, has goal(s) and objectives and the persons responsible to carry it out.</p>	<p>January 28, 2005, and ongoing</p>	<p>Sped Staff And Sped Director</p>	<p>Met Jan. 2005</p>	
<p>Please explain the data (6 month) 88.8% of eighteen files reviewed showed that the related service is a reflection of the PLOP, with goals and objectives and the person responsible to carry it out.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 5: Individualized Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In three student files reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on their educational performance. However, in developing the IEPs for these students, the team checked "no", that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports to address the behaviors.</p>

6 month reporting date 12/01/04
 12 month reporting date 12/18/05

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>When developing a student's IEP the district will ensure the team addresses consideration for special factors.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>In developing a student's IEP, the team will give consideration to whether or not the behavior impedes learning. If it does, the IEP team will address strategies, including positive behavioral interventions and supports to address the behaviors.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The team will review evaluation or observation data (within the 6 month reporting period) included in the present levels of performance to determine whether behaviors impede learning. In cases of children whose general classroom behavior impedes learning or that of others, the IEP team will consider strategies and support to address that behavior.</p> <p>What data will be given to SEP to verify this objective? The district's special education director will review all IEPs from within the 6 month reporting period to ensure that when a determination is made that behavior does impede learning, appropriate strategies including positive behavioral interventions and supports are included. The director will report the number of files reviewed and the %, which reflects compliance.</p>	January 28, 2005, and ongoing	Sped Staff And Sped Director	Not met	

6 month reporting date 12/01/04

12 month reporting date 12/18/05

Please explain the data (6 month)

In six files that indicated behavior as an impediment to learning, 50% of the IEPs included appropriate strategies to address these behaviors.

Please explain the data (12 month)